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ABSTRACT

This study guide, one of eight individualized units developed for students enrolled in cooperative part-time training and employed in a cafeteria, is composed of information about one specific occupation; this unit focuses on the duties of the cafeteria attendant. Materials provided in this guide for coordinator use include a student progress chart; a job description; a unit objective and specific objectives; suggested teaching procedures with student activities and alternatives that the coordinator may use in dealing with various types of disadvantaged students; answers to assignment sheets; answers to the unit test; five information sheets and nine assignment sheets suitable for reproduction; and the unit test. Topics covered in this unit are (1) terms and definitions, (2) duties of the cafeteria attendant, (3) safety, (4) personal appearance and grooming, and (5) human relations. (YLB)

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CAFETERIA OCCUPATIONS

CAFETERIA ATTENDANT

DOT NO. 311.677-010

Coordinator's Guide

CE036300

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Occupational Curriculum Laboratory
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FIRST EDITION

1979

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Progress Chart for

CAFETERIA ATTENDANT

D.O.T. # 311.677-010

Name

School

		Date Completed
INFORMATION SHEET 1	TERMS AND DEFINITIONS	
ASSIGNMENT SHEET 1	TERMS AND DEFINITIONS	
Test	Part 1	
OBJECTIVE	Identify the terms and definitions related to the job of cafeteria attendant.	
INFORMATION SHEET 2	DUTIES OF THE CAFETERIA ATTENDANT	
ASSIGNMENT SHEET 2	CAFETERIA PROCEDURES	
ASSIGNMENT SHEET 3	DUTIES OF CAFETERIA ATTENDANT	
Test	Part 2	
OBJECTIVE	List the duties of the cafeteria attendant and describe cafeteria procedures.	
INFORMATION SHEET 3	SAFETY	
ASSIGNMENT SHEET 4	SAFETY ATTITUDE CHECK	
ASSIGNMENT SHEET 5	SAFETY	
Test	Part 3	
OBJECTIVE	Point out the safety practices and attitudes to be maintained in the cafeteria.	
INFORMATION SHEET 4	PERSONAL APPEARANCE AND GROOMING	
ASSIGNMENT SHEET 6	EVALUATE PERSONAL GROOMING	
ASSIGNMENT SHEET 7	PERSONAL GROOMING	
Test	Part 4	
OBJECTIVE	Describe proper dress and groom- for the cafeteria attendant.	
INFORMATION SHEET 5	HUMAN RELATIONS	
ASSIGNMENT SHEET 8	RATE PERSONAL COURTESY	
ASSIGNMENT SHEET 9	CHILDREN SERVICES	
Test	Part 5	
OBJECTIVE	Define techniques for courtesy and explain proper methods to use in handling children.	

FOREWORD

This study guide is one of eight individualized units developed for students enrolled in Cooperative Part-time Training and employed in a cafeteria. Each self-paced unit is composed of information about one specific occupation. The study material is designed to provide the student with general information for immediate assistance on the job, and specific information which will relate to later on-the-job work experiences.

Even though these study guides are individualized, the coordinator should closely supervise each student's studies. To allow the coordinator to better direct the learning activities, both coordinator guides and student manuals are available.

The coordinator's guide provides additional information and suggested activities that will assist in helping the student. Also included are suggested alternatives that the coordinator may use in dealing with various types of students, including the slow-learner, slow-reader, and any other typical disadvantaged student. Other information sheets and assignments may be added to the study guide if requested by the employer.

The student manual should be used by the student in completing the assignments, and also as a reference throughout the job training period. This manual gives directions for both written assignments and individual involvement activities. The pen and paper assignments should be handed in to the coordinator, and the individual involvement activities should be performed in class under the coordinator's supervision. Answer sheets are provided for the assignment sheets and tests; however, students should also be graded

on individual participation. Both tests and assignments should be graded and returned to the students to keep as reference in their notebooks.

A coordinator may have a student complete a related study guide in instances where a business requires the student to perform responsibilities of two or more job titles within Cafeteria Occupations. If a student easily accomplishes all the assignments and studies in one guide, the student might be required to study all available study guides for Food Service Occupations, thus preparing the student for occupational advancement or entrance into the free enterprise system.

The coordinator also is encouraged to read the sheets titled Suggested Teaching Procedures, found in the front of each coordinator's guide, for suggestions on additional activities as well as the explanation of students' assignments. Although student manuals may be purchased individually, the coordinator may reproduce copies of the information, assignment, or test sheets for other students in the class.

For information on other study guides available, contact the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

ACKNOWLEDGMENTS

Appreciation is expressed to those whose expertise made possible the development of the Food Service study guides. Many coordinators across the state have contributed their time in providing information and activities for the initial development of these publications that will be made available to other Cooperative Part-time Training programs across the state.

Special thanks are extended to those instructors who field-tested the first study guides developed and provided periodic evaluations and comments to be used in revision and further development.

Appreciation also is given the numerous businesses that allowed our writers to collect information for these publications. The following is a partial listing of those cooperating with the project.

All Sports Inn
Charcoal Broiler
Dairy Queen
Ken's Pizza
Long John Silver's
Mr. Quick
Picadilly Cafeteria
Pizza Inn
Sonic Drive Inn
Wyatt's Cafeteria

Special thanks are extended to the Instructional Materials Centers at Texas Tech University in Lubbock and the University of Texas at Austin for their contributions.

CAFETERIA ATTENDANT

DOT NO. 311.677-010

Job Description

1. Carries trays from food counters to tables for cafeteria patrons

2. Carries dirty dishes to kitchen

3. Sets tables with clean linens, sugar bowls, and condiments

4. Washes tables

Alternate Titles	Undefined Related Titles
Dining-room attendant	Coffee server, cafeteria or restaurant
Service attendant	
Table attendant	
Waiter/waitress	

UNIT II-F

CAFETERIA ATTENDANT

UNIT OBJECTIVE

After completion of this unit, the student will be able to perform the duties of a cafeteria attendant. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student will be able to:

1. Match terms and definitions associated with the job of cafeteria attendant.
2. Relate the importance of showing enthusiasm on the job.
3. Explain the importance of the customer of the cafeteria.
4. Explain how to handle individual trays.
5. Explain the proper handling and care of dishes and utensils.
6. Identify safety practices necessary for safe working conditions.
7. Describe proper skin, nail, hair, and dental practices.
8. Identify proper dress for work.
9. Identify good cooperation techniques among employees.
10. Define techniques for courtesy.
11. Identify the proper methods to use in handling children of all ages.

UNIT II-F

CAFETERIA ATTENDANT

SUGGESTED TEACHING PROCEDURES
FOR THE COORDINATOR

I. Objective Sheet

A. Discuss Unit Objective with student.

B. Discuss each specific objective with the student.

C. Discuss the relationship of each objective to the training station.

D. Have student complete the objectives in the most logical sequence for the training station.

E. Add any objectives necessary for the training station.

II. Information Sheets and Assignment Sheets

A. Information Sheet #1--Terms and Definitions

1. This information sheet may be used as a glossary.

2. Use Assignment Sheet #1--Terms and Definitions--to reinforce this area of information.

a. Have student use Information Sheet #1 or use reference books to complete this assignment.

b. Have student develop similar word games using other words associated with cafeteria attendant.

3. Have student add other terms used in the training station.

4. Have student develop crossword puzzles using the terms and definitions.

B. Information Sheet #2--Duties of the Cafeteria Attendant

1. Use the following assignment sheets to reinforce this area of information.

a. Assignment Sheet #2--Cafeteria Procedures

(1) Have students relate similar incidents to class in oral presentation

(2) Have students draw cartoons or posters depicting related incidents.

b. Assignment Sheet #3--Duties of Cafeteria Attendant

(1) Have students discuss findings of this sheet with class.

(2) Ask student to conduct survey within the class to compare all duties in manuals to those of actual training stations.

2. Have student list other duties performed on their training station.

C. Information Sheet #3--Safety

1. Use the following assignment sheets to reinforce this area of information.

a. Assignment Sheet #4--Safety Attitude Check

(1) Have students add more related habits pertaining to attitude.

(2) Have students use this check sheet to compare personal attitude with that of fellow workers.

b. Assignment Sheet #5--Safety

(1) Provide poster board for completion of assignment.

(2) Have student discuss in class the dangers rated.

2. Have student develop a safety check list to be used on-the-job.

D. Information Sheet #4--Personal Appearance and Grooming

1. Use the following Assignment Sheets to reinforce this area of information.

   a. Assignment Sheet #6--Evaluate Personal Grooming

      (1) Have students use this check sheet to improve their personal appearance.

      (2) Have the student add desired items to the check sheet.

   b. Assignment Sheet #7--Personal Grooming

      (1) Have the student select pictures from magazines that show well-groomed workers.

      (2) Provide poster board to complete the assignment.

      (3) Have students develop word games using terms associated with grooming.

2. Have students in class discuss importance of good grooming on their job.

E. Information Sheet #5--Human Relations

1. Use the following assignment sheets to reinforce this area of information.

   a. Assignment Sheet #8--Rate Personal Courtesy

      (1) Have the student compare own evaluation with those of other students.

      (2) Have students add desired items to the check sheet.

   b. Assignment Sheet #9--Children's Service

      (1) Have students role-play children ages one, two, and six eating in a cafeteria.

      (2) Have cafeteria attendant solve the problems created.

(3) Have student discuss with instructor the findings of the interview.

2. Have student relate personal experiences in dealing with people.

III. Answers to Assignment Sheets

A. Some of the assignment sheets will vary according to training and should be graded accordingly.

B. Some assignment sheets will not have specific answers, but will depend on student participation.

IV. Unit Test

A. The Unit test is divided into five parts.

1. Each part covers one information sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information area or sheet.

2. Give the entire test upon the completion of the study guide and assignments.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information area or sheets added to the study guide.

V. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts.

VI. References

A. Curriculum Guide for Food Service Occupations. Salem: Division of Community Colleges and Career Education, Oregon Board of Education, 1974.

B. Food Service Employee. Lubbock, Texas: Home Economics Instructional Materials Center, Texas Tech University, 1969.

C. Harris, Ellen Adeline. Professional Restaurant Service. New York: McGraw-Hill Company of Canada Limited, 1966.

D. Miller, Edmund. Profitable Cafeteria Operation. New York: A H Rens Book Company, Inc., 1966.

E. Richardson, Treva M. Sanitation for Foodservice Workers. Boston: Cahners Publishing Co., Inc., 1974.

F. Travis, Lu Ella et al. Food Instructor's Guide. Columbia: Instructional Materials Laboratory, University of Missouri, n.d.

G. Wyatt's Cafeteria Employee Handbook.

H. Wyatt's Trainee Handbook.

UNIT II-F

CAFETERIA ATTENDANT

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A.

Sanitation	Safety	Grooming
spillage	customer accident	uniform
sanitation	frayed electrical wire	personal appearance
bacteria		garments
immaculate		manicure
		deodorant

B.

B	U	S	I	N	G	A	B	C	D	E	H	F	G	H	I	J	K
U	N	A	C	C	I	D	E	N	T	M	I	N	O	P	Q	R	S
W	I	F	R	A	Y	E	D	X	Y	Z	G	A	R	M	E	N	T
W	F	E	Z	A	B	C	D	E	F	G	H	H	I	J	K	A	T
U	O	T	B	C	D	E	F	G	H	I	C	J	K	L	L	B	U
T	R	Y	A	C	D	E	F	G	H	T	H	J	K	M	M	C	V
S	M	A	N	I	C	U	R	E	X	Y	A	Z	L	N	N	D	W
R	Y	C	Z	B	V	W	S	T	A	T	I	O	N	O	O	E	X
B	O	O	S	T	E	R	C	H	A	I	R	A	M	P	P	F	Y
Q	X	N	S	U	P	E	R	V	I	S	O	R	N	Q	Q	C	Z
P	W	D	O	G	G	I	E	B	A	G	I	B	O	R	R	H	A
S	P	I	L	L	A	G	E	P	Q	R	J	C	P	S	S	I	B
A	V	M	P	E	R	S	O	N	A	L	S	E	R	V	I	C	E
N	U	E	Y	A	U	H	O	M	A	N	I	C	U	R	E	J	C
I	T	N	X	Z	T	G	N	U	T	S	D	U	Q	T	X	K	D
T	S	T	O	N	G	S	F	M	L	K	E	T	R	U	C	L	E
A	B	A	C	T	E	R	I	A	E	D	W	I	S	V	H	M	F
T	D	E	O	D	O	R	A	N	T	X	O	C	X	W	A	N	G
I	C	O	U	R	T	E	S	Y	W	U	R	L	I	T	N	O	H
O	A	S	T	R	I	N	G	E	N	T	K	E	R	Q	G	P	I
N	I	M	M	A	C	U	L	A	T	E	O	N	M	L	E	K	J

Assignment Sheet #2

A. always
B. always
C. sometimes
D. always
E. never
F. never
G. never
H. never
I. sometimes
J. sometimes
K. never
L. never
M. always
N. never
O. sometimes
P. always
Q. always
R. always
S. always
T. never
U. never
V. sometimes
W. always
X. never
Y. never
Z. always

Assignment Sheet #3-#5

Evaluated to satisfaction of instructor.

Assignment Sheet #6

1. 120-138--Expresses self-respect and confidence in appearance.
2. 102-119--Has not met minimum requirements for grooming.
3. 85-101--Has a don't-care attitude.
4. 85-below--Has a definite need for improvement.

Assignment Sheet #7 & #8

Evaluated to satisfaction of instructor.

Assignment Sheet #9

A. bottle warmers--used for babies still on the bottle.

high chairs--used for babies that sit alone through two years old.

booster chairs--used for children three and up who need them.

colors and pictures--used to entertain small children.

B. Evaluated to satisfaction of instructor.

UNIT II-F

CAFETERIA ATTENDANT

ANSWERS TO UNIT TESTS

Part 1

1. a. 2
   b. 5
   c. 3
   d. 6
   e. 1
   f. 4
   g. 9
   h. 15
   i. 10
   j. 13
   k. 7
   l. 11
   m. 8
   n. 12
   o. 16
   p. 14
   q. 18
   r. 17
   s. 19

2. a. practice of safety
   b. customer accident
   c. uniform
   d. doggie bag
   e. booster
   f. high chair
   g. personal service
   h. side work
   i. station
   j. condiment station
   k. courtesy
   l. prcper personal appearance
   m. proper health practices
   n. special food
   o. additional food

Part 2

1. a. true
   b. false
   c. true
   d. false

2. a. ✓
   b. ✓
   c.
   d. ✓
   e.
   f. Lead
   g. Help
   h. Take trays from customers
   i. as soon as customers are seated

3. a. in the center
   b. lighter items
   c. away from
   d. both hands
   e. waist

4. a. false
   b. false
   c. true
   d. true
   e. false
   f. true
   g. false
   h. false
   i. true

5. a. more than our
   b. asked by customer
   c. they are given
   d. the busing cart
   e. dispose of it
   f. as soon as possible
   g. hand
   h. during slack hours
   i. during slack hours
   j. kept clean at all times
   k. soured
   l. after each customer
   m. use tongs
   n. after customer has left
   o. supervisor

Part 3

1. The main safety objective is to prevent injury to self, customers, and other employees.

2. a. yes
   b. no
   c. yes
   d. no
   e. yes

3. a. 2
   b. 1
   c. 1
   d. 2
   e. 1
   f. 1
   g. 1
   h. 2
   i. 1
   j. 2
   k. 2
   l. 1
   m. 2
   n. 1
   o. 1
   p. 1
   q. 1

4. a. true
   b. false
   c. true
   d. true
   e. true
   f. true
   g. false
   h. false
   i. false

Part 4

1. a.
   b.
   c.
   d.
   e. ✓
   f. ✓
   g. ✓
   h.

2. a. true
   b. false
   c. true
   d. true
   e. false
   f. false
   g. true
   h. false
   i. false

3. a. more
   b. medicated shampoo
   c. cream rinse
   d. dust and dirt
   e. hair to grow
   f. brushing
   g. a comb and brush
   h. facial features and job regulations
   i. does not touch the collar
   j. company policy

4. a. Brush teeth after meals when possible.
   b. Have teeth checked once a year.
   c. Floss daily.
   d. Do not eat too many sweets or carbohydrates.

5. a. ✓
   b. ✓
   c. ✓
   d. ✓
   e. ✓
   f. ✓
   g. ✓

6. a. Visit the dentist once a year.
   b. Have health card renewed each year.
   c. Get plenty of rest and sleep.
   d. Eat well balanced diet.
7. a. yes
   b. yes
   c. yes
   d. yes

Part 5

1. a. no
   b. yes
   c. yes
   d. no
   e. no
   f. no
   g. yes
   h. yes
   i. yes
   j. no
2. a. (3) avoided
   b. (1) they may think they are being ridiculed
   c. (3) avoid crossing people's path
   d. (2) in turn and not pushing ahead of someone else
   e. (4) "please" and "thank you"
3. a. ✓
   b. ✓
   c. ✓
   d.
   e.
   f.
   g. ✓
4. (a) babies--one to two years
   (b) small children--three to four years

5. a. (3) high chair

   b. (1) parents

   c. (2) might throw food

   d. (3) eat less food

6. a. (2) attendant

   b. (2) four or older

   c. (2) adults

UNIT II-F

CAFETERIA ATTENDANT

INFORMATION SHEET #1--TERMS AND DEFINITIONS

I. Terms and definitions associated with Cafeteria Attendant

A. Spillage--Any food or liquid dropped on a table, seat, floor, or tray.

B. Sanitation--Keeping all areas clean and free of any germs that might cause food to spoil, unpleasant odor, and disease.

C. Condiments--Any seasoning used to bring out flavor in food. Examples: salt, pepper, sugar.

D. Busing--Taking dirty dishes to the proper place; cleaning tables, chairs, ashtrays; returning condiment to proper place; cleaning spills.

E. Tongs--Tool used to pick up foods.

F. Cracked dish or glass--A split or partial break in a dish or glass.

G. Practice of safety--Watching for activities or equipment that could cause harm.

H. Customer accident--Any action where customer is physically harmed, has clothes ruined, or is embarrassed.

I. Uniform--The clothing worn by the cafeteria attendant.

J. Doggie bag--A bag used to take home the uneaten part of a meal.

K. Booster chair--A small seat used by small children that is placed on a requlr chair or booth seat to help the child be high enough to eat comfortably.

L. High chair--A chair with a tray attached that is used for babies who can sit alone and can be placed at the end or side of the table.

M. Personal service--The help given by the attendant to help the customer.

N. Side work--Work done in addition to regular duties.

O. Condiment station--Location in the cafeteria where extra supplies of salt, pepper, sugar, catsup, mustard, salad dressings, steak sauce, and other seasonings are kept.

P. Station--Locations in the cafeteria that contain extra supplies of coffee, tea, water, ice, silver, napkins, lemons, cream, sugar, and sugar substitutes.

Q. Courtesy--Consideration, respect, cooperation, and generosity toward others.

R. Personal appearance--The way one looks to the customer.

S. Health practices--The way one cares for his/her health.

T. Special food--Any food that has to be especially prepared for a customer.

U. Additional food--Extra food that the employee gets for the customer.

V. Exchange food--Taking food back to the counter and getting food to take its place.

W. Supervisor--The person who manages the employees.

X. Cafeteria set-up--The placement of tools and equipment needed to perform tasks in the dining area of the cafeteria.

Y. Frayed electrical wiring--A raveled or worn spot on an electrical cord that shows bare wires.

Z. Garments--Clothing worn by employees.

AA. Manicure--To file nails and trim nails and cuticles.

AB. Cuticle--A thin, dead piece of skin at the sides and base of finger and toe nails.

AC. Immaculate--Spotlessly clean.

AD. Astringent--A cleansing agent containing alcohol that is applied to the face.

AE. Deodorant--A preparation that hides unpleasant odors.

AF. Anti-perspirant--A preparation that slows down sweating and helps keep a person dry under the arms.

AG. Bacteria--A very small germ that could cause disease or odor.

AH. Moisturizer--A lotion that adds liquid to and softens the skin.

UNIT II-F

CAFETERIA ATTENDANT

ASSIGNMENT SHEET #1--CHOOSING THE CORRECT WORD

A. From the list below, point out the terms related to sanitation, safety, or grooming by writing each word in its proper list.

spillage	personal appearance
sanitation	frayed electrical wire
customer accident	garments
uniform	manicure
cuticle	immaculate
bacteria	deodorant

Sanitation	Safety	Grooming

B. Find the words associated with dining room attendant that are listed on the next page in the word search game. Some of the words are across and some are up and down.

B U S I N G A B C D E H F G H I J K

L N A C C I D E N T M I N O P Q R S

W I F R A Y E D X Y Z G A R M E N T

V F E Z A B C D E F G H H I J K A T

U O T B C D E F G H I C J K L L B U

T R Y A C D E F G H T H J K M M C V

S M A N I C U R E X Y A Z L N N D W

R Y C Z B V W S T A T I O N O O E X

B O O S T E R C H A I R A M P P F Y

Q X N S U P E R V I S O R N Q Q G Z

P W D O G G I E B A G I B O R R H A

S P I L L A G E P Q R J C P S S I B

A V M P E R S O N A L S E R V I C E

N U E Y A U H O M A N I C U R E J C

I T N X Z T G N U T S D U Q T X K D

T S T O N G S F M L K E T R U C L E

A B A C T E R I A E D W I S V H M F

I D E O D O R A N T X O C X W A N G

I C O U R T E S Y W U R L U T N O H

O A S T R I N G E N T K E R Q G P I

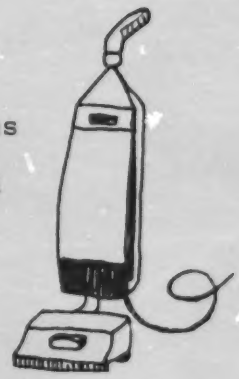
N I M M A C U L A T E O N M L E K J

busing
accident
frayed
garment
manicure
station
booster chair
supervisor
doggie bag
spillage
personal service
tongs
bacteria
deodorant
courtesy
astringent
immaculate
sanitation
uniform
safety
condiment
high chair
side work
cuticle
exchange

UNIT II-F

CAFETERIA ATTENDANT

INFORMATION SHEET #2--DUTIES OF THE CAFETERIA ATTENDANT



I. Cleaning

   A. Dusting dining room wood work

   B. Dusting ceilings, walls, and pictures

   C. Washing mirrors, light fixtures, and windows

   D. Vacuuming carpets

   E. Cleaning and waxing floors

II. Transporting equipment and supplies

   A. Deliver supply of tablecloths and napkins to dining room.

   B. Bring extra supply of glasses, china, and flatware to stations.

   C. Distribute table centerpieces.

   D. Load tray with dirty dishes to be washed

      1. Put heavy dishes and platters in center of tray first.

      2. Balance the load with equally high stacks and weights of dishes.

      3. Separate flatware and pile it on one side of the tray.

      4. Place glassware in one section, goblets with stem down.

      5. Avoid placing anything in glasses.

      6. Place cups, bowls, cream pitchers, and teapots on top of plates, nesting them securely.

      7. Avoid overloading the tray and be sure the weight is evenly balanced.

8. Place hot items near hot items, away from cold items.

9. Use both hands when carrying a tray.

10. Carry trays at waist level.

E. Unload trays in dish room.

1. Lift dishes from tray and place on soiled dish table.

   (NOTE: Do not slide or toss them on the table.)

2. Put flatware in proper container.

3. Place glasses and cups in racks.

4. Scrape and stack plates and saucers.

5. Get clean tray before returning to dining room.

F. Take linens to be laundered.

(NOTE: Be careful not to wrap flatware or small items in soiled linens.)

G. Keep serving stands and tray racks clean.

IV. Arranging tables and chairs

A. Read assignment sheets or check with supervisor daily for orders.

B. Arrange tables and chairs for various-sized groups.

V. Assisting customers

A. Direct customers to tables.

1. Notice condition of customer.

a. age

b. handicap

2. Be aware of empty tables.

B. Carry trays for customers.

1. Young children

2. Senior citizens

3. Persons with packages

C. Lead party to a table of the correct size.

D. Help customers unload trays.

E. Bring coffee and tea as soon as customers are seated.

VI. Personal characteristics

A. Show enthusiasm for job

1. Show job interest by smiling.

2. Talk to customers in short conversations.

3. Show confidence in self and ability to do the job.

4. Be cheerful entire working time.

B. Serving customers

1. Realize that cafeteria is dependent on customer for business.
2. Never mistreat a customer.
3. Never argue with a customer.
4. Report all customer complaints to manager.

C. Help customers remove food from trays.

D. Dispose of empty trays.

E. Refill water glasses.

F. Refill coffee cups.

G. Bring condiments.

H. Supply napkins and extra flatware.

I. Bring extra food and add to check.

J. Help customer if accident occurs.

VII. General rules and regulations for cafeteria attendant

A. Report for duty on time.

B. Be clean and neat.

C. Listen to instructions.

D. Provide self with clean damp towel and dry cloth.

E. Provide supply of clean trays for collecting dishes.

F. Keep fresh coffee brewed.

G. Stand at left side of guest to place and remove dishes.

H. Stand at right side of customer to place or fill water glasses, beverage glasses, coffee cups, teapots, and creamers.

I. Clean tabletops with a clean, damp cloth; remove moisture with dry cloth.

J. Brush crumbs from the tabletop onto a plate or tray.

K. Clean crumbs from chair before pushing it back in place.

UNIT II-F

CAFETERIA ATTENDANT

ASSIGNMENT SHEET #2--DINING ROOM PROCEDURES

Select the correct answer by placing a check (✓) in the proper column.

	Never	Sometimes	Always
A. A cafeteria attendant should be neat and clean.			
B. Health cards are necessary for cafeteria attendants.			
C. Good service is noticed by most customers			
D. A cafeteria attendant should have clean hands			
E. Cafeteria attendants should drape towels over their shoulders.			
F. You should wipe off silver that has fallen to the floor.			
G. It's all right to smoke on duty.			
H. Sugar containers should be filled during rush hours.			
I. Serve coffee to customers.			
J. Serve tea to customers.			
K. Give flatware to children to play with while parents eat.			
L. To insure pleasant breath on the job, chew gum.			

	Never	Sometimes	Always
M. Report to your employer if you are sick.			
N. Jewelry should be worn by employees.			
O. Hair nets should be worn by all employees.			
P. Report accidents to supervisor.			
Q. Clean tables after use.			
R. Use a deodorant or an anti-perspirant.			
S. Check customers to see if they are getting service.			
T. Long conversations should be held with customers to make sure they will come back.			
U. Encourage your friends to visit you on the job.			
V. Sit down and relax during slack hours.			
W. Bathe every day.			
X. Fill cream containers with warm milk.			
Y. Wear a lot of lipstick.			
Z. Clean ash trays often.			

UNIT II-F

CAFETERIA ATTENDANT

ASSIGNMENT SHEET #3--DUTIES OF CAFETERIA ATTENDANT

A. List your duties as a dining room assistant in a cafeteria.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

B. How do your duties compare with those listed in Information Sheet #2?

UNIT II-F

CAFETERIA ATTENDANT

INFORMATION SHEET #3--SAFETY

I. The main safety objective is to prevent injury to self, customers, and other employees.

FALLS ACCOUNT FOR LARGEST PERCENTAGE OF INJURIES IN CAFETERIAS.

KEEP TOOLS AND EQUIPMENT AWAY FROM DOORS AND STAIRS WHERE THEY CAN CAUSE SERIOUS FALLS.

II. Prevention of Accidents

A. Control temper with unpleasant customers.

B. Be aware of what you are doing to prevent accidents in the dining room.

C. Become sure of yourself in performing tasks.

(NOTE: Be careful not to become overconfident on your job as it could result in injury to self, customers, or other employees.)

CARELESS OR UNSKILLED HANDLING OF TRAYS CAN BE A CAUSE OF MISHAPS.

D. Always avoid practical jokes and horseplay, especially in the dining area.

(NOTE: Horseplay and practical jokes make the customers uncomfortable and could cause injury.)

E. Arrange working materials and equipment into safe situations.

F. Have a good attitude toward your job.

G. Read the safety rules and floor signs.

H. Watch for wet floors.

I. Be alert to defective equipment:

1. Frayed electrical wires
2. Loose or missing guard rails
3. Poor lighting
4. Improper use of electrical plugs

J. Always check with employer about safety rules.

K. Walk--not run--in the dining room.

L. Wear gloves when picking up broken glass.

M. Keep hair covered

N. Keep work area neat and clean at all times.

III. Fire emergency procedures

A. Pull nearest fire alarm box.

(NOTE: Notify management as to exact location and nature of fires as soon as possible.)

B. If fire occurs in dining room, assist customers to safety after sounding alarm.

C. Know and follow fire emergency procedures.

D. Do not panic; many lives may depend upon what you do.

UNIT II-F

CAFETERIA ATTENDANT

ASSIGNMENT SHEET #4--SAFETY ATTITUDE CHECK

Ask yourself the following questions to see if you are safety-prone. Answer by writing YES or NO in the blank.

____A. When doing a job, am I safety-conscious, or do I hurry through the job as quickly as possible?

____B. Do I know enough basic first aid to help myself or a customer in case of injury?

____C. Do I look for unsafe conditions that could be corrected before an accident occurs?

____D. Am I concerned for others' safety as well as my own?

____E. Do I check with my employer on any safety regulation that I do not understand?

____F. Do I keep my work area neat and free from things that could cause an accident?

____G. Do I take my safety attitudes with me on the way home and around the house or school?

____H. Do I control my temper at all times?

____I. Do I joke around a lot?

____J. Do I like my job?

____K. Do I keep my hair covered?

____L. Do I wear the proper clothing?

____M. Do I report missing light bulbs?

____N. Do I notice overloaded plugs?

____O. Do I walk in the dining room?

____P. Am I always aware of my actions?

UNIT II-F

CAFETERIA ATTENDANT

ASSIGNMENT SHEET #5--SAFETY

A. Prepare four posters concerning safety directly related to your training station.

B. List the dangerous things or places at your training station and point out ways to correct them.

UNIT II-F

CAFETERIA ATTENDANT

INFORMATION SHEET #4
PERSONAL APPEARANCE AND GROOMING

I. Skin care

A. Bathing

1. Take a bath daily unless the skin is very dry.

(NOTE: Use warm water and soap on a sponge or wash cloth to remove dirt and bacteria--do not neglect face, neck, ears, hands, or feet.)

2. Persons who have dry, delicate skin should add bath oil to water.

3. Rinse well and remove all soap.

4. Use clean towel to dry.

B. Body freshness

1. Use deodorant or anti-perspirant after bath or shower.

2. Use foot powder or spray after bath or shower.

C. Shaving

1. Females shave legs and underarms as needed.

2. Males shave face as needed.

D. Cosmetics

1. Use only lightly scented colognes, perfumes, powder, and deodorants.

2. Do not take away from natural appearance with make-up.

E. Complexion

1. Use face soap make for skin type

   a. oily skin

   b. dry skin

   c. normal skin

2. Wash face at least twice daily.

   (NOTE: This will help prevent acne, which is a skin problem teenagers sometimes have.)

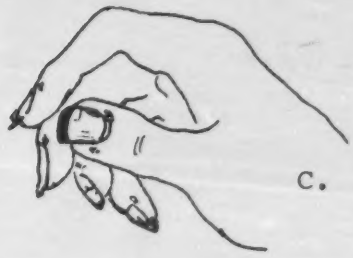
3. Rinse face with cool water to close the pores.

4. Dry with a clean towel.

5. Use astringent for oily skins and moisturizer for dry or normal skin.

II. Nail care

HANDS THAT ARE CONSTANTLY ON DISPLAY MUST BE WELL CARED FOR.
WHICH HAND IN THE SKETCH LOOKS MORE ATTRACTIVE TO YOU?



A. Fingernails

1. Scrub with nail brush and hot soapy water.
2. Trim and file to oval shape no longer than three-eighths of an inch beyond fingertips.
3. Use nail file or emery board to finish shaping.
4. Use only clear nail polish and keep it fresh and not chipped.

B. Toenails

1. Trim and file, using square shape to prevent ingrown nails.
2. Clean toenails.

C. Cuticles should be pushed back with an orange wood stick or a cuticle tool.

III. Hair care

A. Shampoo as often as needed.

1. If dandruff is a problem, use a medicated shampoo.
2. If hair is dry, split, and damaged, use a creme rinse.

B. Brush often.

1. Brushing cleans hair of dust and dirt.
2. Brushing stimulates the blood to the roots and helps the hair to grow.
3. Brushing helps stimulate the pore glands of the scalp which brings out the shine.
4. Keep comb and brush clean.

C. Keep hair nicely styled.

(NOTE: Wear in a style becoming to self and appropriate to job.)

1. Becoming to facial features.

2. Within employee requirements.

3. Requiring little time to keep.

4. In a style to suit texture and body of hair.

D. Follow company rules about length of hair, wearing hairnets or protective caps, and beards.

IV. General health

A. Visit dentist at least once a year.

B. Have health card renewed each year.

C. Get plenty of rest and sleep.

D. Eat well balanced diet.

VI. Dental care

A. Brush after meals as often as possible or at least twice a day.

B. Have teeth cleaned and checked once a year.

C. Floss daily.

D. Do not eat too much sweets or carbohydrates.

E. Use a mouthwash or breath freshener as needed.

VI. Clothing

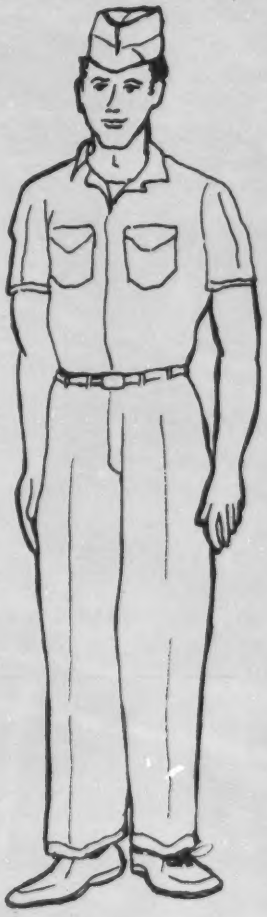
A. Uniforms should fit and be in good condition.

B. Clothes should be clean and pressed.

C. Shoes should be shined and in good repair.

D. Clean hosiery should be put on daily.

E. Hosiery should be free of holes.



UNIT II-F

CAFETERIA ATTENDANT

ASSIGNMENT SHEET #6
EVALUATE PERSONAL GROOMING

A. Evaluate yourself on each of the following questions. Total your score and compare it to the evaluation provided at the end of this assignment sheet.

	always	usually	occa-sionally	never
	6	4	2	0
1. Do you take a bath or shower daily?				
2. Do you use deodorant or anti-perspirant regularly?				
3. Do you shave as needed?				
4. Do you manicure your nails as needed?				
5. Do you check fingernails to be sure they are clean all the time?				
6. Do you have hair trimmed and styled regularly?				
7. Do you shampoo regularly?				
8. Do you use proper shampoo and conditioner for you?				
9. Do you keep your hair neatly brushed at all times?				
10. Do you have your teeth checked by a dentist once a year?				
11. Do you brush your teeth before reporting to work?				
12. Do you use mouthwash?				

	always	usually	occa-sionally	never
13. Do you check the shine and cleanliness of your shoes before work?				
14. Are your shoes in good repair?				
15. Are your shoes comfortable to work in?				
16. Do you put on clean undergarments daily?				
17. Do you get enough sleep to feel fresh when you report to work?				
18. Do you eat well-balanced meals?				
19. Do you wear jewelry other than your watch and wedding ring on the job?				
20. Do you check your appearance in a full-length mirror before reporting to work?				
21. Do you always wear a smile at work?				
Totals				

B. Evaluation Scale

1. 120-138--You express self-respect and confidence in your appearance.

2. 102-119--You have not met minimum requirements for grooming.

3. 85-101--you have a don't-care attitude

4. 85 and below--You have a definite need for improvement.

UNIT II-F

CAFETERIA ATTENDANT

ASSIGNMENT SHEET #7--PERSONAL GROOMING

A. Observe your co-workers on the job.

1. Compare the way you and they look.

2. Make a list of improvements you can make in your appearance.

B. Make a poster or drawing showing a well-groomed and well-dressed worker.

UNIT II-F

CAFETERIA ATTENDANT

INFORMATION SHEET #5--HUMAN RELATIONS

I. Getting along with other employees

A. Help other employees when needed

B. Help other employees with side work

C. Keep serving stations clean.

D. Help keep restrooms clean.

E. Do not make remarks about other employees.

F. Be careful when moving around to avoid bumping into fellow workers.

G. Take your turn in all work.

H. Say "please" and "thank you" often.

II. Being nice to customers

A. Be pleasant and be willing to help customers.

B. Do not show favorites among customers.

C. Do not talk about management or other employees to customers.

D. Try to make reasonable adjustments to customer complaints.

E. Uphold high standards of food service to customers.

III. Children in high chairs

A. Place chair so child will not disturb other customers.

B. Allow parent to put child in chair.

C. Wait for parents to choose the food.

D. Small flatware should be given to these children.

IV. Children in Booster Chairs

A. Speak directly to these children.

B. Provide colors and picture for this size child for entertainment.

UNIT II-F

CAFETERIA ATTENDANT

ASSIGNMENT SHEET #8--RATE PERSONAL COURTESY

A. Mark the most appropriate answer to the statement in the in the answer column.

	yes	no	some-times	do not remark
1. Do I greet the customer with a smile and a word or welcome?				
2. Do I use the phrase "thank you" enough?				
3. Do I follow the company policy in the use of proper courtesy?				
4. Do I show an interest in the customers that I help?				
5. Do I visit with school friends on the job?				
6. Am I able to control my emotions and speech when angry?				
7. Do I give proper personal service to children?				
8. Do I enjoy my work, or is it just another job?				
9. Am I cross with customers?				
10. Do I keep tables and stations properly stocked?				
11. Do I help other employees when needed?				
12. Do I help other employees with side work?				
13. Do I help keep restrooms clean?				

	yes	no	some times	do not remark
14. Do I keep from making remarks about other employees?				
15. Do I bump into other employees?				
16. Do I show the same courtesy to every customer?				
17. Do I try to make reasonable adjustments to customer complaints?				
18. Do I uphold the high standards of food service at all times?				
19. Do I give small flatware to children?				
20. Do I speak directly to older children?				

UNIT II-F

CAFETERIA ATTENDANT

ASSIGNMENT SHEET #9--CHILDREN SERVICES

A. List and explain the cafeteria equipment used to make parents who dine with children more comfortable. Example: bottle warmers.

B. Interview your employer to find out the answers to the following questions.

1. What should I do if children bother other customers?

2. How are high chairs and booster chairs operated?

3. Where are the children's things located?

UNIT II-F

CAFETERIA ATTENDANT

UNIT TEST--Part 1

1. Match the terms associated with cafeteria service to the correct definition by placing the correct number in the space provided.

1. tongs	11. manicure
2. spillage	12. immaculate
3. condiments	13. frayed electrical wiring
4. cracked dish or glass	14. deodorant
5. sanitation	15. supervision
6. busing	16. astringent
7. garments	17. bacteria
8. cuticle	18. anti-perspirant
9. exchange foods	19. moisturizer
10. cafeteria set up	

____a. Any food or liquid dropped on the cafeteria table, seat, floor, or tray.

____b. Keeping all areas clean in order to prevent food spoilage, unpleasant odor, and disease.

____c. Any seasoning used to make food taste better.

____d. Taking dirty dishes to be washed.

____e. Tools used to pick up food so it will not be touched by hands.

____f. Partly split or broken surface on a dish or glass.

____g. Taking food back to the counter area because the customer is displeased with it.

____h. Managing students in a controlled situation to follow their assignments and duties.

____i. Placement and arrangement of tools and equipment needed in the dining room.

____j. A raveled or worn spot on an electrical cord.

____k. Clothing worn by people.

____l. To trim and file nails and trim cuticle.

____m. A thin, dead piece of skin at the sides and base of a fingernail or toenail.

____n. Spotlessly clean.

____o. A cleansing agent that contains alcohol and is applied tc the face.

____p. A preparation that hides body odors.

____q. A preparation that slows down sweating.

____r. A very small germ.

____s. A lotion that adds liquid to the skin.

2. Make the following sentences complete by choosing the correct word associated with cafeteria service and writing it in the blank.

condiment station

side work

station

proper personal appearance

practice of safety

uniform

doggie bag

personal service

courtesy

special food

proper health practices

additional food

high chair

customer accident

booster

a. Watching for hazardous activities, equipment, or items in order to prevent harm, risk, or danger to employees or customers is the _____ _____ _____.

b. Any event where the customer is harmed, has clothes ruined, or is caused embarrassment, regardless of fault by the customer, cafeteria, or cafeteria employees is a _____ _____.

c. The clothing the cafeteria employee is required to wear is a _____.

d. When a child orders and has food left it is put in a _____ _____ to take home.

e. A _____ chair is used to help a child sit high enough to eat at the table with parents.

f. A small child one or two years old is usually put in a _____ _____.

g. The help an employee gives customers to make their dining experience more pleasant is _____ _____.

h. Work assigned by the manager during light hours of cafeteria operation is called _____ _____.

i. One or more locations in the cafeteria where coffee, tea, or flatware are kept is called a _____.

j. A location in the cafeteria where salt, pepper, and other seasonings are kept is a _____ _____.

k. Consideration, respect, cooperation, and generosity toward others is _____.

l. A clean, neat uniform along with the body cleanliness is _____.

m. Eating and sleeping right are _____.

n. Food that has to be prepared especially for one person is _____.

o. Food that a student gets for a customer and adds to the check is _____.

UNIT II-F

CAFETERIA ATTENDANT

UNIT TEST--PART 2

1. Determine the importance of showing enthusiasm on your job by writing TRUE or FALSE on the line in front of each statement.

   ____a. Show people you care about your job by smiling.

   ____b. Don't talk to the customers often, but when you do, talk as long as they will listen.

   ____c. Show confidence in yourself by doing your job efficiently.

   ____d. Try to be cheerful when you are in the mood.

2. Select the statements that show importance of the customer by placing a check (✓) in the blank.

   ____a. The cafeteria is dependent on the customer for its business.

   ____b. The customer should never be mistreated.

   ____c. Argue with customers about the bill.

   ____d. Be courteous to the customer.

   ____e. Take care of your regular duties before helping customers.

3. Explain the proper handling of individual serving trays by circling the correct answer for each of the following.

   a. The tray should be loaded with heavy items (on one side, in the center).

   b. The outer edges should be used for (heavy items, lighter items).

   c. Place cold dishes (next to, away from) hot items.

   d. Use (one hand, both hands) when carrying the tray.

   e. Carry tray at (waist, shoulder) level.

   f. (Follow, lead) the party to the table that will accommodate the group size.

g. (Help, do not help) unload the trays.

h. (Take trays from the customers and, Allow customers to) stack the trays.

i. Bring coffee or tea (as soon as the customers are seated, as soon as the customers have eaten half their meal).

4. Point out correct cleaning habits of a cafeteria attendant by writing TRUE or FALSE in the blank.

____a. A clean work area is unnecessary for good service.

____b. Spoons should be left in condiments for later use.

____c. Wipe outside and rims of condiment jars and replace covers securely before returning them to the proper location.

____d. Wash hands after using the restroom.

____e. Handle food with your hands.

____f. All utensils should be touched only on the handle.

____g. Any food that has fallen from the plate should be returned to the plate quickly.

____h. Cleaning towels should be carried over the shoulder.

____i. The eating area should be cleaned for the next customer.

5. Point out the proper handling and care of dishes and utensils by circling the correct answer for each of the following.

a. A tray should be used if (one, more than one) item is carried to the customer area.

b. Do not handle any plates unless (asked to do so by the customer, the customer is slow in getting a plate).

c. All items should be inspected before (the customer gets to the table, they are given to the customer).

d. All dirty dishes should be placed in (the busing cart, stacks on the table).

e. If any flatware is not usable (wipe it clean with a towel, dispose of it in the proper place).

f. Return flatware to the dishwashing room (as soon as possible, when it accumulates).

g. Handle flatware by the part that goes into the customer's (hand, mouth).

h. Sugar containers should be filled (during slack periods, only at the end of the day).

i. Salt and pepper shakers should be cleaned (very seldom, during slack hours of operation).

j. Condiment containers should be (kept clean at all times, cleaned at the end of the day).

k. Check creamer containers frequently to make sure that milk has not (spilled, soured).

l. Ash trays should be cleaned (at the end of the day, after each customer).

m. Use (ice tongs, you hands) when putting ice in any container.

n. Chairs and booths should be cleaned (after the customer has left, at the end of a lunch period).

o. Report any food item that has not been eaten by a majority of the customers to the (cook, supervisor).

UNIT II-F

CAFETERIA ATTENDANT

UNIT TEST--PART 3

1. Explain the main objective of safety as a cafeteria attendant.

2. Select the safety practices one should follow when traveling to and from work by answering with a YES or NO in the space by each statement.

   ____a. Drive safely to and from work.

   ____b. Deliver as many students to work as possible as it can provide extra spending money.

   ____c. Never speed.

   ____d. Get to work some way, even if you have to ride with strangers.

   ____e. Always carry enough money to call home for someone to pick you up.

3. Point out the causes of accidents as a result of 1, the employee or 2, unsafe equipment, by writing 1 or 2 in the blank in front of each of the following:

   ____a. frayed electrical wiring

   ____b. uncontrollable temper

   ____c. daydreaming

   ____d. guard rails that are loose or missing

   ____e. overconfidence on job

   ____f. horseplay

   ____g. practical jokes

   ____h. poor lighting

   ____i. not being alert

____j. hazardous arrangement of working materials

____k. unprotected rotating machines

____l. not knowing the job

____m. improper wiring

____n. an undesirable attitude toward your job

____o. not reading safety rules

____p. not reading safety floor signs

____q. not watching for wet floors

4. Determine the correct safety procedures to be followed on the job by writing TRUE or FALSE in the blank to the left to indicate whether the statement is true or false.

____a. Never run while on duty.

____b. Don't bother your employer for simple matters such as safety regulations.

____c. Make sure the floor is completely dry after cleaning up spills.

____d. Post signs to show customers when the floor is wet.

____e. Wear gloves when picking up broken glass with your hands.

____f. Keep your hair covered so that it will not get tangled in any kind of equipment.

____g. Play practical jokes occasionally to keep others cheerful.

____h. Never fix electrical appliances as that is the job of maintenance.

____i. Clean your work area at the end of the day only, because it just gets messed up again if cleaned during the day.

UNIT II-F

CAFETERIA ATTENDANT

UNIT TEST--PART 4

1. Determine which of the statements about skin care are true. Mark a check (✓) by each statement that is true.

   ____a. Bathe once a week.

   ____b. Use a soapy wash cloth for over all cleansing of the body.

   ____c. Add bath oil to the water to keep the tub cleaner.

   ____d. Do not rinse much as soap provides a protective coating on your skin.

   ____e. Use a fresh, clean towel to dry off after bathing.

   ____f. Use a deodorant after a bath.

   ____g. Females shave underarms and legs as necessary, and males shave their face as needed.

   ____h. Wear colognes with caution as they may make people sneeze.

2. Determine which of the statement about nail care are true and which are false by writing TRUE or FALSE in the blank provided.

   ____a. Scrub nails with a small nail brush using warm, soapy water.

   ____b. Trim nails to a sharp point.

   ____c. Trim nails no longer than 3/8 inch beyond the fingertip.

   ____d. Use a nail file to finish the shape.

   ____e. Trim toenails to a square, or straight cut to prevent ingrown nails.

   ____f. Do not attempt to clean dirty nails as it will irritate your skin.

5. Choose the proper clothing care by making a check (✓) in front of the statements that are correct.

____a. Uniforms should fit and be kept in good condition.

____b. The length of the skirt should be becoming to the figure.

____c. Keep clothes clean and free of wrinkles.

____d. Wear clean clothes daily on the job.

____e. Wear shoes that are shined and in good repair.

____f. Wear clean socks.

____g. Hosiery should be clean and free of runs.

6. List four ways to care for your health.

a.

b.

c.

d.

7. Select the proper standards for maintaining cleanliness on the job station by writing YES or NO in front of each statement.

____a. One should use proper methods of body hygiene as soon as you report to work.

____b. Report to work in a clean, neat uniform and properly shined shoes.

____c. Make sure hands are clean and nails properly manicured.

____d. Brush your teeth before going to work.

____g. Cuticles should be pushed back with a cuticle tool

____h. Bright red nail polish is appropriate for the cafeteria attendant.

____i. Damaged nail polish should be painted over.

3. Determine the proper hair care by circling the correct answer for each of the following.

   a. Oily hair should be shampooed (more, less) than dry hair.

   b. Use a (medicated shampoo, cream rinse) when dandruff is a problem.

   c. Use a (medicated shampoo, cream rinse) when hair is dry, split, or damaged.

   d. Brush often to clean your hair of (dandruff, dust and dirt).

   e. Brushing often stimulated the blood to the roots and causes (hair to grow, thin and fuzzy hair).

   f. Shine of hair is brought out by (using oil, brushing).

   g. Proper hair care involved the use of (a comb and brush, a hair specialist).

   h. The cafeteria attendant's hair should be styled according to (what friends like, facial features and job regulations).

   i. The male cafeteria attendant's should be styled so that it (does not touch the collar, is long and flowing).

   j. Hair should be kept according to (latest styles, company policy).

4. List four good habits of dental care.

   a.

   b.

   c.

   d.

UNIT II-F

CAFETERIA ATTENDANT

UNIT TEST--PART 5

1. Select the proper cooperation techniques among employees by answering YES or NO to each statement.

____a. Do not assist co-worker as you have responsibilities of your own.

____b. Take an order for another attendant who may be delayed and then let that attendant serve it.

____c. Help other attendants finish their side work after you have completed your own.

____d. If serving stands are used jointly, rely on the other person to do the cleaning.

____e. Wait until you are told to get new supplies for the dining room.

____f. Don't worry about being clean and orderly; just get the customer served.

____g. Bus persons should be very fast and need no notice when supplies and special services are needed.

____h. Help clear tables in free time.

____i. Treat co-workers as you would like to be treated.

____j. Keeping the restroom clean is not the duty of a cafeteria attendant.

2. Select the best techniques for courtesy by underlining the word or words that would best complete the sentence.

   a. Personal or slighting remarks about the appearance or actions of another person should be

      (1) made where the person can't hear you.

      (2) secret.

      (3) avoided.

      (4) polite.

   b. Avoid whispering or laughing with one employee in the presence of others because

      (1) they may think they are being ridiculed.

      (2) it may hurt their ears.

      (3) it is not nice to laugh aloud.

      (4) it will attract too many people.

   c. An attendant should

      (1) run across another person's path.

      (2) select whose paths to cross.

      (3) avoid crossing other people's paths.

      (4) ask before crossing another person's path.

   d. Giving and receiving orders should be done.

      (1) when you feel up to it.

      (2) in turn and not pushing ahead of someone else.

      (3) when it appears no one else will take it.

      (4) anytime there is an opportunity.

   e. When asking for and receiving favors, use

      (1) "hey you" and "not bad".

      (2) harsh words.

      (3) special ways.

      (4) "please" and "thank you".

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3. Select the correct techniques of courtesy to the customer by placing a check (✓) in front of each.

____a. Be pleasing in manner and show a willingness to be of service.

____b. Be courteous and tactful in order to prevent misunderstandings.

____c. Be dignified in serving.

____d. Show favorites in rendering service in order to get steady customers.

____e. Take part in all conversation about management.

____f. Ignore customer complaints because that should be the management's concern.

____g. Uphold high standards of food service.

4. Name two categories of children that are of concern to a cafeteria attendant.

a.

b.

5. Point out the techniques of handling young children that will make their stay more pleasant by circling the answer that will correctly complete the sentence.

a. To contain small children at the table, they require a

(1) rubber ball.

(2) body guard.

(3) high chair.

b. Food selection for children should remain the problem of the

(1) parents.

(2) cafeteria attendants.

(3) management.

c. Young children should be seated where they will not bother other customers because they

(1) bite.

(2) might throw food.

(3) always cry.

d. Small spoons and forks are helpful to young children because they

(1) drop the large ones.

(2) might put too much food in their mouth.

(3) eat less food.

6. Point out the techniques of handling older children by circling the answer that completes the sentence.

a. Children who are capable of sitting in regular chairs should be spoken directly to by the

(1) mother.

(2) attendant.

(3) father.

b. Children are usually capable of making their own food selection at the age of

(1) one.

(2) four or older.

(3) two.

c. Older children usually want to be treated as

(1) children.

(2) adults.

(3) pre-teens